

TYCA-SOUTHWEST ANNUAL CONFERENCE

FRISCO

EVERYWHERE IS A CLASSROOM



OCTOBER 23RD-25TH, 2014 | FRISCO, TEXAS

2014 TYCA-Southwest Annual Conference

Two-Year College English-Southwest “Everywhere is a Classroom”

Conference Overview

THURSDAY OCT. 23, 2014

- 5:00 p.m. -6:00 p.m. Registration, Hotel Lobby
6:00 p.m. -7:00 p.m. Hors d’oeuvres and Cash Bar
7:00 p.m. -8:30 p.m. Readings: Creative, Memoir, Poetry, Short Fiction, and Historical
8:30 p.m. -9:30 p.m. “From the Shower to the Radio: Music and Learning,”
with Dr. Steven Rizzo

FRIDAY OCT. 24, 2014

- 7:00 a.m. -6:00 p.m. Registration
8:00 a.m. -6:00 p.m. Exhibits
8:00 a.m. -10:50 a.m. Concurrent Sessions
11:00 a.m. -2:00 p.m. Luncheon and Keynote, Frisco 5
Welcome *Dr. Colleen Smith*
Keynote “Learning—and Assessing—Everywhere”
Dr. Richard Bullock
2:00 p.m. -5:00 p.m. Concurrent Sessions
5:00 p.m. -5:40 p.m. Publisher Sessions
Friday Evening Dinner out on your own in Frisco, TX

SATURDAY OCT. 25, 2014

- 7:00 a.m. -10:00 a.m. Registration
8:00 a.m. -10:50 a.m. Concurrent Sessions
11:00 a.m. -2:00 p.m. Luncheon and Keynote, Frisco 5
Keynote “True Grit: Developing Persistence in Your Students and You”
Amy Baldwin
2:30 p.m. -5:00 p.m. Executive Meeting

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Welcome and Keynote Speakers

COLLEEN A. SMITH, PH.D.



Dr. Colleen Smith currently serves Collin College as District Senior Vice President of Academic Affairs and Student Development. She has worked in Higher Education for more than thirty years, previously serving as a College President, a Vice President of Instruction, an Associate Dean, a Division Chair, and also as a full-time professor. Dr. Smith earned her Ph.D. from Texas Woman's University. She has presented for national conferences on various aspects of the assessment of student learning and has served as a consultant for a variety of colleges and universities throughout the United States and also in Canada. Previously, she served as a member of the Consultant-evaluator Corps for the North Central Association of Colleges and Schools Higher Learning Commission, and she now serves as chair of accreditation committees for the Southern Association of Colleges and Schools Commission on Colleges. Dr. Smith currently serves as Co-chair of the state-wide Undergraduate Education Advisory Committee for the Texas Higher Education Coordinating Board, Past-chair of the North Texas Community College Consortium Board of Directors, and as the secretary/treasurer of the McKinney Community Development Corporation. She has always served her home community, county and state in a variety of ways with organizations such as: Sweetwater (Wyoming) Workforce Investment Council, Southwest Wyoming Rehabilitation Center, United Way, Wyoming Commission for National and Community Service, Civic League, Humane Society, etc. A few of her honors and awards include: Kitty Winter Magee Distinguished Scholar Award (TWU), Woman of the Year Award, (Sweetwater County, WY), Distinguished Alumni Award (TWU), President's Award for outstanding service as a Board Member of the Rocky Mountain Theatre Association (CO, ID, MT, UT, WY), and Extra Mile Award (WWC).

RICHARD BULLOCK, PH.D.



Dr. Richard Bullock began his career as the Coordinator of Developmental Writing at Northeastern University in Boston. Since 1987 he has taught at Wright State University in Dayton, Ohio, where he directs the writing programs and serves as Assistant Chair of the English Department. He teaches first-year writing courses, courses in composition pedagogy, and graduate seminars. In a recent seminar, students designed and proposed an intensive month-long summer program for at-risk students which was funded and runs each August. In addition to *The Norton Field Guides to Writing* and *The Little Seagull Handbook*, Bullock is author, coauthor, or editor of *Seeing for Ourselves*, *Why Workshop?*, and *The Politics of Writing Instruction: Postsecondary*, which won the 4Cs Book Award in 1983. He and Barb, his wife, live in Yellow Springs, Ohio.

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AMY BALDWIN



Amy Baldwin, M.A. is the Director of University College at the University of Central Arkansas and author of The College Experience franchise, which includes, The Community College Experience and The First-Generation College Experience, for Pearson Education. For 18 years, she taught developmental writing, student success, composition, and literature at Pulaski Technical College and was most recently the Chair of College Studies. She is currently completing an Ed.D. in higher education administration at the University of Arkansas at Little Rock. The focus of her research is on

African-American male student success at the community college. From 2011-2103, she directed the Complete College America grant for nine institutions in Arkansas. Her other community college connections include serving as co-director of her college's Achieving the Dream initiative and the recent appointment as a technical assistance provider (TAP) to the new Developmental Education Initiative (DEI), funded by the Bill and Melinda Gates Foundation. Amy has presented over 100 conference presentations, pre-conference and in-service workshops, and keynotes on student success topics including student engagement, social media, college culture and transition, critical thinking, and academic success. Her trade-marked t-shirt "It's in the Syllabus" received mention in an Inside Higher Ed article in October 2013 thanks to a fellow TYCA-SW member.

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Two-Year College English-Southwest “Everywhere is a Classroom”

Detailed Schedule

THURSDAY EVENING, OCT. 23

5:00-6:00 p.m. Registration

6:00-7:00 p.m. Hors d’oeuvres and Cash Bar

7:00-8:30 p.m. Creative Readings

*Nancy Herschap (Laredo Community College), Brian Anderson (College of the Mainland),
Michael Berberich (Galveston College), Michael Gos (Lee College)
Amber Kelly (Howard College), Terri Tucker (Southwest Texas Junior College),
and Gordon O’Neil (Collin College)*

8:30-9:30 p.m. “From the Shower to the Radio”

Steven Rizzo, Ph.D. (Collin College)

“Great songs are not written, they’re rewritten.”

Dave Byers, singer/songwriter

In this demonstration of the power of revision, follow the development of a song from its birth as a mere title among a list of titles; through its rough “growing up years;” to its culmination as a revised, professionally produced and recorded “hit” published by Atwood-Tiger Music.

FRIDAY, OCT. 24 CONCURRENT SESSIONS

(Locations: Ranger, Sea Biscuit, Traveler, Citation, and Comanche)

8:00-8:50 a.m.

Ranger..... “Engaging Developmental Writers through Community”

Rebecca Sailor, Kendra Griffin, Megan Friesen, and Meg Spencer (Aims Community College)

In the spirit of engaging community college students “everywhere and anywhere,” presenters in this panel will discuss their own experiences engaging developmental readers and writers through communities outside of classrooms. After briefly outlining a few emerging programs, presenters will ask participants to contribute new ideas, successes, and challenges for encouraging growth and academic excellence in novice readers and writers. This session promises to be interactive and generative for all participants; please come prepared to share your great ideas.

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Sea Biscuit “Hyperlinks and Wikis: Teaching Information Literacy in the Modern FYC Classroom”

Andrea West (Midlands Technical College)

The academic objective of having students improve their information literacy often falls under the purview of the English department, usually in either the first or second course of the FYC sequence. For many students, critically thinking about online sources is difficult, not only because of standard issues of evaluating a site's credibility (authority, currency, objectivity, etc.) but also because of students' lack of familiarity with the complexity of genre. Stumbling blocks, such as analyzing an author's rhetorical strategies, become even more pronounced in sources that students find for research projects. The English Department of Midlands Technical College in Columbia, SC has put together a committee to revise our outdated objectives for first-year composition. At the center of our discussions is the topic of information literacy because it will be a central part of the new descriptions, and it is an area that has changed greatly since we instructors were students. To help us in our process, we are looking at genre-based theory.

Traveler “Integrating Sustainability Engineering into Second-Year Composition”

Leslie Braniger (Galveston College)

Community colleges are currently facing several challenges, both from the STEM (science, technology, engineering, and math) front to the English composition area. Some of the STEM challenges include 1) increasing the number of students successfully completing STEM degrees, 2) increasing the number of transfers between community colleges and four-year institutions in STEM majors, and 3) increasing the overall technical ability of the current workforce. In addition, second-year composition courses are increasingly confronted with 1) providing engaging content, 2) increasing retention rates, and 3) improving critical thinking skills, all the while researching and writing within a more technologically enhanced landscape. As more community colleges, faced with cost and personnel limitations, look for feasible ways to increase student participation and retention within an increasingly technical environment, one way Galveston College is attempting to address these issues is by redesigning a second-year composition course that partners the disciplines within STEM and English composition to create a more successful classroom experience.

Citation “Climbing Out of the Cave: Repurposing Traditional Instructional Methods and Strategies to Enhance Learning.”

Debbie King (Lee College)

Blending the use of traditional instructional methods, such as the lecture, course portfolios, or critical thinking techniques, with assignments based on topics of high interest, create a rich learning environment that takes advantage of the depth of knowledge and experience learners bring to the classroom. For example, students who completed a writing project that combined traditional research with community interviews, recorded observations from the workplace, and a collage created on Glogster (which visually illustrated their findings) wrote final essays that demonstrated greater insight and understanding of the

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assignment's theme: "What it Means to be an American." In this presentation, we will explore specific ways in which traditional instructional methods, such as the use of lecture, discussion, course portfolios, and critical thinking techniques, can be blended into multi-modal approaches to learning.

Comanche **"Syllabus – Stop the Madness!! Start the Sanity!!"**
Beth Humphreys (NMSU Grants)

Are you answering "It's in the syllabus" all semester long? Do you fight the impulse to scream when you have to explain your late policy...again? Do you resort to sarcasm when students ask if they missed anything important during their absence? Come experience a method I have used (yes, this will be interactive and collaborative). See if you can assess why my student evaluations for organization and transparency are consistently rated at the max. Find a path to peace of mind. (No guarantees that this will be a life-changing event, but the odds are for it.)

9:00-9:50 a.m.

Ranger **"Building Community with a Campus Newspaper"**
Marlea Treviño, Kay Dishner, and Rebecca Jones (Grayson College)

About five years ago, we resurrected our printed Grayson College student newspaper, The Viking, in order to provide an authentic writing forum for our students, faculty, and staff and to enhance the college's sense of community as well as represent the college to our service area and beyond. For most of our poets and short-story writers, our newspaper has been their first published experience. The eagerness of our contributors for the paper to "come out" with their work appearing is truly touching, whether they're Adult Education students writing a Valentine to a special someone or honors students reporting on a trip to see clothing factories in Bangladesh. Faculty from both our Academic and Workforce divisions encourage their students to write articles about classroom, club, and school events, as well as concerns they have about student-related issues and ideas for improvement. Members of special campus groups like international students and veterans have written articles to explain the unique challenges they've faced at our college.

Sea Biscuit **"Crossing the Border: How to Paraphrase and not Plagiarize"**
Anne-Marie Schlender (Austin Community College)

Asking ESL students to paraphrase without direct instruction often yields attempts that border in plagiarism. Through a step-by-step process, students are guided in an in-class exercise to show how to do a paraphrase that restates the author's original intent and meaning. Students are guided in an interactive exercise to write the paraphrase.

Traveler **"Murder, We Wrote:" Killin' It with Rhetoric in Freshman Comp**
Lane Ferrero Fletcher (Houston Community College)

This three- or four-day lesson teaches what writing students need to know right away: effective use of technology, the elements of the rhetorical situation, revision, critical

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thinking, flexibility and collaboration; and sets the tone of the composition course as intellectually challenging and engaging. Students use terminology learned in the “Murder, We Wrote” game, and by referring back to what they already know, students are encouraged to experiment in their writing with confidence. Although the technical terms seem strange, learning them enables writing students to begin understanding and engaging purposefully with rhetorical strategies and discovering that they already know a lot about using rhetoric skillfully. This particular lesson focuses on the elements of the rhetorical situation (rhetoric, audience, exigence, and constraints) as described by Keith Grant-Davie (“Rhetorical Situations and their Constituents” *Rhetoric Review* 15.2 (1997) 264-279.). (Students are assigned this reading prior to the commencement of the game.) The lesson itself is derived from Janet Boyd’s article, “Murder, Rhetorically Speaking,” published in *The Writing Commons*, which can be found at <http://writingspaces.org/essays>.

Citation “Reading Closely: Teaching Students to Analyze by Using Films and Essays from Aldous Huxley and Stephen King”
Jack Marshall (Houston Community College Central)

We can’t very well teach writing and critical thinking unless we also teach students to read texts closely. Students should learn to identify quotes in one reading that relate to quotes in another reading, then explain the relationship. For example, an essay by Aldous Huxley about modern sanitation can clarify puzzling statements in Act II of *Pygmalion*; an essay by Stephen King on horror stories can help analyze Jackson’s “The Lottery”; Perrault’s “Cinderella” and Stanton’s “Declaration of Sentiments” can help analyze Maupassant’s “The Necklace.” Handouts include edited versions of the essays by Huxley and King (suitable for writing assignments) along with outlines for essays that I have previously assigned to my classes.

Comanche “Teaching Responsibility by Teaching Skills in Building Resiliency”
Jean Sorensen, English Faculty (Grayson County College)

The institutional learning outcomes of the Texas Higher Education Coordinating Board reflect the work of the AAC&U project LEAP and its outcomes. In 2007, the AAC&U noted that personal responsibility was an orphaned outcome in its report on core commitments. To adopt that outcome, English faculty at Grayson College have been collecting assignments they use to show evidence of students learning personal responsibility in their composition classrooms. As the English program coordinator, I have committed to working with my colleagues during the 2014-15 academic year, to gathering the evidence submitted and facilitating a consensus about how to accurately measure such learning. Toward achieving that goal, I have been examining existing practices and reflecting upon my techniques for teaching personal responsibility.

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10:00-10:50 a.m.

Ranger.....“Nostalgia, Legs, and Dogs that Talk: Using Music Videos in Freshman Composition Classes”

William Brannon (Collin College)

My presentation consists of discussing my integration of four different music videos ranging from Taylor Swift’s “Red” to Daft Punk’s instrumental “Da Funk” to Buckner & Garcia’s “Pac-Man Fever” to Weezer’s “Buddy Holly” into my two year college composition classes to teach rhetorical concepts, including purpose, audience, genre, stance, and media/design as part of a lesson on evaluation arguments. I focus on my use of these music videos as an aid in achieving desired student learning outcomes while facilitating student engagement in the classroom. I consider my rationale for introducing music videos into the writing classroom and I examine the challenges I encountered in doing so, while reflecting on the rewards gained by asking students to analyze and evaluate rhetorically the content of the music videos.

Sea Biscuit“Creative Collaboration: Bridging the Gaps Between High School and First Year Composition”

Gabrielle Fletcher and Kristen Weinzapfel (North Central Texas College)

This session examines the development and implementation of an ongoing series of programs and partnerships that connect college-level instructors with middle and high school teachers. Collaborations between the English and theater department will be discussed, along with strategies for working with middle school and high school teachers. Experiences and findings will be discussed, and practical connections to dual-credit instruction will be addressed. Gabrielle Fletcher teaches English and began her career at NCTC in 2003. She received her Master of Arts degree in English from Old Dominion University in Norfolk, Virginia and her Bachelor of Arts degree in English and music from the University of New Mexico. Kristen Weinzapfel teaches English and began her career at NCTC in 2007. She currently serves as the Department Chair for English, Speech, and Foreign Languages. This workshop will discuss the implementation of a grant idea/program designed for high school English teachers and counselors to assist college English faculty in improving student success for dual credit students.

Traveler“Working, Shopping, and Workshopping: Making the Most of Peer Workshops in the Writing Classroom”

Gina Perkins (Collin College)

As professors, we spend a considerable amount of time shopping for classroom activities and working to make sure that we have selected projects that are helpful and meaningful. However, sometimes things don’t go as planned.... This presentation will focus on peer workshops in the writing classroom. It will explore the theoretical foundation for peer workshopping and provide examples of different types of peer workshops that can be used in different classroom environments.

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Citation **“Crossing the Cultural Border: Preparing English As A Second Language (ESL) Students for the Challenges of Composition I”**
Mary Corredor (Austin Community College)

Culturally-bound rhetorical traditions affect the ability of some nonnative speakers of English to write effectively in English as their second language. While most ESL students recognize the important role that correct grammar and appropriate vocabulary play in learning to write, those same ESL students do not realize the importance of culture and how it can affect their writing.

Comanche “From a Collection of Composition Classes that are “Everywhere” to a Composition Program”
Gordon Lee (Lee College)

This session will focus on Lee College’s offerings of local professional development to try to create a greater sense of composition as a discipline, to create a community of composition scholars, so that this significant gateway course will have more coherence and continuity, leading to greater student success, than we have had in the past. This process has deepened instructors’ understanding of composition theory as well as helped keep instructors abreast of contemporary composition theory and pedagogy. Many composition instructors at community colleges have credentials for teaching English courses with specializations other than composition and rhetoric, but the reality is that composition instruction is the primary responsibility of the community college English instructor. To further strengthen the culture of composition at the college, we have also developed a partnership with local ISDs to bring secondary education instructors into the professional development events that are sponsored by the college, creating not only a spirit of collaboration but also creating an atmosphere that helps to professionalize the teaching of composition and to help high school instructors develop strategies to strengthen actual instruction in composition as opposed to focusing on the “test.”

FRIDAY LUNCHEON AND KEYNOTE

11:00-11:30 a.m. **Luncheon**

11:30-1:45 p.m. **Welcome and Keynote**
Toni McMillen, TYCA-SW Chair
David Lydic, NCTE Representative
Sarah Johnson, National TYCA Representative

Welcome **Dr. Colleen A. Smith**
District Senior Vice President of Academic Affairs and Student Development, Collin College

Keynote **“Learning—and Assessing—Everywhere”**
Dr. Richard Bullock

If “everywhere is a classroom,” then we are all students and teachers, all the time, learning constantly. As we learn and teach, we assess ourselves and our students. In an age of iPhones and tablets, Twitter and blogs, and increasingly dispersed information gathering

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and skill development, how do we know what we're learning, and whether what we're learning is true or correct? I'd like to explore the roles assessment—formal and informal, formative and summative, graded and ungraded, quantitative and qualitative—and maybe rational and loopy—play, both in formal education and in the rest of our lives.

FRIDAY AFTERNOON

2:00-2:50 p.m.

Ranger..... "Using the Norton Field Guide: A Conversation with Rich Bullock."

Dr. Richard Bullock (Wright State University)

Join Rich Bullock for an informal chat and sharing session on ways of using the Norton Field Guide. Bring your books, questions, and ideas to discuss.

Sea Biscuit "Lights! Camera! Action! Engagement and Collaboration- Empowering Today's Students for Success"

Marsha Anderson (Wharton Community College)

This presentation will demonstrate strategies that promote and encourage engagement in the classroom. Through the use of technology and social media; today's instructor can turn the classroom into a place where students are actively engaged. Incorporating group activities and other collaborative assignments into the curriculum can be challenging for instructors, but these challenges can be overcome by teaching students how to work together effectively, and how to evaluate each other in a group setting. A demonstration of how to do a collaborative research paper will also be discussed in this presentation. Engagement and collaboration will change the atmosphere in your classroom and promote success and empowerment for the students. Lights!-Light up your classroom with a variety of strategies and techniques. Camera!-Use technology and digital media to teach writing and reading. Action!-Bring your class to life with activities, group work, and out of class assignments.

Traveler "Back to the Future where Everywhere is a Classroom"

Raj Chekuri (Laredo Community College)

Though times and learning styles have changed over time, this concept was a truth, so thoroughly established in the ancient world by the greatest teachers and masters of all times. Socrates, the greatest philosopher of ancient Greece, did not see the famed gymnasiums as the seats of knowledge; instead, he saw the "Agora," the market place as a fit setting for his students who left the gymnasiums and flocked to engage in dialogues to learn from him. Plato, his famous pupil, popularized the same technique of dialectic discourse and established the prototype of the modern day university, the "think tank" in an olive grove, while Jesus of Nazareth took a mountain top, a river bed, the seaside, or any other place where people gathered as a setting for imparting learning. The need to entice and engage people to become critical thinkers by teaching personal responsibility through dialectic discourse is imperative. I propose to demonstrate some useful approaches and

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techniques of collaboration through dialogue, group discussion, and journal writing to foster critical thinking and personal responsibility of analysis of literary texts leading to oral reports and collaborative group research papers. This process fosters an appreciation and understanding of how literary texts are inextricably mixed with human experience, so the students can negotiate and construct meaning; hence, let us go “Back to the Future” in order to imitate the masters and enable our students to devour discourse and broaden their perspectives about life and learning.

Citation “Zora, Langston, Henrietta, and I: Keeping Literature Alive in Freshman Composition Classes”

Barbara Lindsey Brown (San Jacinto College Central)

The THECB’s Student Learning Objectives seem to be tolling the death knell for teaching literature in freshmen composition courses. These required English classes are increasingly seen as service courses in thrall to the much more “important” STEM programs at community college campuses. However, it’s possible to help students acquire the clear writing and critical thinking skills they need for their STEM courses and for jobs in STEM fields and still inject a little poetry, fiction, and drama into their lives. This interactive presentation offers a blended course, multi-genre approach to teaching English 1301-1302.

Comanche “Learning Communities: Planning, Coordinating, and Implementing Combined Classes”

T.J. Pickens, Gordon O’Neal, and Lisa Juliano (Collin College)

Panel discussion concerning the processes and procedures of a learning community where two courses are combined into one spectacular course for six or more credit hours. Topics will include combining disciplines, drafting proposals, preparing a syllabus, and adjusting to sharing teaching responsibilities.

3:00-3:50 p.m.

Ranger “Show Me the Money: Transformative Teaching Approaches to Empower Learners and Grow Writing Programs” Panel Presentation

Sherry Rankins-Robertson, Ph.D. (University of Arkansas at Little Rock)

Dan Ferguson, Ph.D. (Amarillo College)

Laura Govia, MA (Pulaski Technical College)

Leticia Slabaugh, MA (University of Houston-Clear Lake)

As Doug Hesse (2002) states in "Understanding Larger Discourses in Higher Education," WPAs "discern which higher education movements and agendas are most important on their own campuses," and "identify what initiatives are being supported by professional organizations" (p.310). The current climate of decreased funding in higher education is driving the need to imagine new structures, practices, policies, and programs. This session offers examples of student success initiatives at both the two-year and four-year level for first-year writers that exemplify transformative teaching to empower learners. This

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session shows the development of programs, writing centers, and approaches to teach that have increased student retention and graduation rates; when these rates of student success are tracking and effectively communicated, funding opportunities through state, institutional, and grants become available. Participants will learn about the long-term savings for early investment. Concurrent Enrollment; First-Year Composition; Writing Across Disciplines; Writing Centers; Assessment; Developmental Writing will want to see this session.

Sea Biscuit “Transforming Lives and Empowering Students: The Past in Our Present”

Dixil L. Rodriguez, Ph.D. (Collin College)

A commonality among Community Colleges is what I have come to call “the first step.” Instructors at Community Colleges know of the one student who is the first in their home to attend college, or the returning student with a family, a full-time job and a desire to provide more for their loved ones. The first step in education most often begins at Community Colleges. Here in lies the danger of the unknown in the first step: Student often believe the influence of the past in their present will negatively affect their educational goals. What they are willing to hold on to in new ideas, textbooks, and labs, is not as precious as what they are willing to let go of: heritage, ethnicity, tradition. No longer is it a constant struggle for students to maintain and be proud of their heritage, ethnicity, and traditions. Technology has now made it an option in many education discourse communities.

Traveler “Create: Make the Most of the Technology at Your Fingertips”

Mark Garcia (Collin College)

Smartphones and tablets have become increasingly popular as consumption devices by allowing people to watch, read, and gain access to online content from anywhere. However, did you know that, with the right suite of applications, these devices can also become incredibly powerful tools for teaching and creating academic content? In this lecture, Mark Garcia identifies key applications that can turn an iOS, Android, or Windows mobile device into such a tool. Want to learn how to build presentations or syllabi while on the go? Want to quickly edit photos or videos and make them available to your students? There’s definitely an app for that!

Citation “Classroom on a Plate: First Year Writing and the Rhetoric of Food”

Allison Laubach Wright (Lone Star College)

Growing awareness of corporate marketing and transnational food systems has led to the development of the ‘Slow Food’ movement as well as many books and essays that examine historical, sociological, ideological, and rhetorical aspects of food. What we eat is not, and has never been, a neutral choice. Rather, food is both a material product and carrier of culture, and is thus an important site for critical thinking and analysis. In this presentation, I will share experiences from a first year writing course themed around the rhetoric of food, which uses student writing about food as the primary texts. In this context, analysis of food becomes a mechanism for students to defamiliarize aspects of their own home

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cultures and to critically examine the values, ideologies, and power structures beneath seemingly-neutral actions and activities. This approach is appropriate for students across diverse cultural and economic backgrounds, as the focus on student experience over popular narratives (such as *The Omnivore's Dilemma*) avoids what some scholars have claimed as classism inherent in food movements (DeLind). As students think and write about their food, they move their learning out of the classroom and into their everyday lives, which is important for critical, engaged, reflective learning. In the end, students come to better understand the generalities of an important production-consumption cycle that is too often overlooked as well as their own place in this cycle.

Comanche “Report from TYCA National: A Strong Statement on Developmental Education Reform”

Sarah Z. Johnson, Secretary, National TYCA (Madison Area Technical College)

David Lydic, Southwest Representative to National TYCA (Austin College)

Michael Berberich, TYCA-Southwest Guru (Galveston College)

Last year, a common concern in many of the TYCA Regional Organizations was legislative intervention in developmental education reform. State laws were being passed right and left about who should or shouldn't be “forced” to take developmental classes. And as for what developmental classes should look like? All the state lawmakers knew was that they didn't like the “failing” status quo. So in many states across the country they mandated reform, often without consulting the very professionals who would have to implement those changes and seldom considering impacts on enrollment, credit-level curriculum, advising, and a hundred other dominoes in the line of unintended consequences.

In response, the National TYCA Executive Committee charged a subcommittee last spring with studying the issue and making recommendations. This fall the TYCA Research Committee has issued its white paper, a compelling piece of scholarly advocacy. Sarah Z. Johnson, Secretary of TYCA National, will share the white paper with roundtable participants and outline its findings. Participants are encouraged then to communicate their own experiences and concerns having to do with policy in their state and region. This roundtable session is an opportunity to both learn what TYCA National is working on, and also to provide input so that we can continue to address the issues most important to your work.

4:00-4:50 p.m.

Ranger “Reading Raymond Carver, Carving out Fears, and Creating Class Poems: Merging Literature Classrooms with Community Literacy Classrooms”

Nancy D. Herschap (Laredo Community College)

Reading Raymond Carver's poem, “Fear” and the reading of his short stories, “What We Talk about when We Talk about Love” and “Cathedral” results in tremendous strides in both personal and college/community learning environments. One can parallel or juxtapose the fears in Carver's characters with student and group fears and often gain an insightful understanding of one's own fears and a greater empathy with possible

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resolutions for others who are victims of themes in Carver's works such as abuse, alcoholism, illiteracy, fear and/or detachment. The construction of the class or group poem helps students voice their fears and to recognize that others have similar or greater fears. Because fears are broached, voiced, and written, students, tutors, and members can collaborate and work more comfortably and productively with each other, and thus achieve success more confidently and rapidly in classrooms and community centers. In addition, reading Carver's "Fear" can be modified to a less complex pedagogy, for the quick jotting down of a person's fear in one line and connecting it to other people's one-liners can be viewed simply as a fun and quick activity that breaks the ice and eliminates, or at least minimalizes, one's fears about failure and isolation. Media is used to post and share works to bring the cycle full circle. The therapeutic and creative possibilities are endless once fears are voiced and learning begins!

Sea Biscuit "Think About it: Teaching and Assessing the Importance of Critical Thinking"
Joan Kennedy, Kay Mizell, and Gary Wilson (Collin College)

The term "critical thinking" implies that students will attain an effective level of cognitive skills that enable them to objectively assess ideas and form accurate conclusions based on effective analysis and reasoning. Yet, recent research undertaken at leading colleges and universities suggests that this highly desirable skill set is on the wane as validated in undergraduate standardized tests. Addressing this alarming decline in critical thinking skills, three Collin College professors will share how they assessed critical thinking in 2013 in their first-year writing classes and focus how they are using instructional strategies to improve their students' critical thinking abilities. This session will share critical thinking assessment tools, summarize standardized survey findings, and recommend strategies that can be used immediately in community college classrooms to help students overcome issues and develop critical thinking skills that will yield positive dividends.

Traveler "Experience is a Classroom: "The Crazy Hotel" and "1965: Another Place, Another Time" (Creative Nonfiction)
Terri Tucker (Southwest Texas Junior College)

From the depths of confinement in a psychiatric hospital to the vast remoteness of far West Texas, Terri Tucker's creative nonfiction works "The Crazy Hotel" and "1965: Another Place, Another Time" relate how experience is a classroom. Life experiences reach outside of the brick and mortar classroom and teach the best lessons.

Creative Work "Lost to Mexico"
Amber Kelly (Howard College)

"Teaching Beatrix Potter: The Challenges of Gender, Class, and Exclusivity"
Hannah Swamidoss (Eastfield College)

Beatrix Potter would have embraced the idea that "everywhere is a classroom" because she consistently saw every aspect of life, even the most limited or ordinary, providing opportunities to engage, explore, and learn. When Peter Rabbit famously embarks on his journey to Mr. McGregor's garden (The Tale of Peter Rabbit, 1901), he disobeys his mother, explores a dangerous territory, experiences joy and terror, and most importantly survives.

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Potter’s own life seems to mirror some aspects of this story as she tried to achieve a measure of personal and financial freedom from her traditional Victorian parents and make her way into a competitive world. Potter also managed to circumvent some of the limitations that gender and class imposed on her, and she became a skillful businesswoman who created merchandise around the popular characters of her various stories.

Comanche“Entrance into the Public Sphere: Marginalized Students Engaging their Local Public Rhetoric”

Bruce J. Martin (Lone Star College)

This presentation examines an andragogical model to teach introductory rhetoric with students from marginalized, multicultural working class families who have been habituated into a public rhetoric of silence. By introducing public sphere theory (Habermas, Fraser, Pratt, et al), this course combines the exploration of local authorities and stakeholders concerning precise and limited concerns of the students’ choosing. Through public sphere rhetorical theory and multiple writing projects of inquiry and analysis, students use writing-as-meaning-making strategies to understand the problems of forming and nurturing public spheres and making real changes to their local ecology.

5:00-5:40 p.m.

Ranger, Sea Biscuit, Traveler and CitationPublisher Sessions

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SATURDAY, OCT. 25, CONCURRENT SESSIONS

8:00-9:00 a.m.

Ranger..... “Scary Stories to Tell in the Dark”: Using Horror to Teach Narrative Structure and Style in Developmental English
Sarah Fish (Houston Community College)

Vampires, witches, zombies—all of these monsters have worked their way into mainstream television, film, and stories, often with record-breaking results. Vampire scholar Nina Auerbach suggests that the vampire’s popularity directly connected to its ability to adapt itself to the needs of each generation (*Our Vampires, Ourselves*), and Deborah Christie argues that recent trends with the zombie suggest it has the same ability (*Better Off Dead*). Instead of horror being too scary, the horror genre becomes a classroom, reinforcing the material they are expected to master. I will share two specific activities related to the narrative essay: one meant to ease the stress of invention, the other meant to clarify style and revision. Our first activity involves working with the genre conventions provided in the textbook (character, setting, dominant impression, Freytag’s Pyramid, etc.) and connecting that information to several short (six minutes or less) horror story videos from YouTube. From this activity, the students begin to outline their first essay assignment. Once the students have completed a first draft, we return to the videos for our second activity where we review the videos for style choices—tone, development, dialogue—that then becomes a revision strategy for their first essay assignment. The students consider what techniques they saw in the videos and then infuse that into their essay writing, rather than rely on the textbook’s suggested strategies to “revise for coherence” and “revise for style.”

Sea Biscuit “Yoga for the Instructor and the Classroom” with a Certified Yoga Instructor
Anja Ketcham (Austin Community College)

Most people think of Yoga as a mostly physical experience, picturing bendy people on brightly colored mats moving in unison. In reality, the physical postures are only a small part of the whole picture. Equally important is the attention that Yoga calls to our inner voice – the voice that makes us stressed, impatient, and unfocused. Unfortunately, that same inner voice is often telling instructors that we don’t have time for Yoga, that we need to grade papers instead. But short Yoga practices throughout the workday can benefit our health and our teaching.

Traveler “Prezi to the CORE: How Implementing Quarterly Prezi Discourse Communities in the Classroom both Develops and Fosters Clearer Communicators, Critical Thinkers, and Responsible Citizens.”

Christopher Carney, Ed.D. (Houston Community College)

While not an attempt to “reinvent the wheel” concerning fundamental, commonplace methodologies effective instructors already employ and have employed for many years, such as the facilitation of student presentations or regular classroom collaboration, these

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Prezi discourse communities provide a unique format, both in terms of structure and content, that refine such practices in addition to attending directly to five of the six critical areas of the new Common Core. They also have tremendous practical value in terms of optimally utilizing the uniqueness of the classroom experience. Because effective instructors likewise already practice many of the most valuable aspects of the Core already, this concept draws from their tacit knowledge and equips them to demonstrate, both to their institutions and to the state, just how such skills are indeed being implemented.

Citation "Hackademy 101: Revising, Rewriting, and Preying on Words"
Gennifer Marconette (Austin Community College)

In this session we will look at strategies for dynamic essay revision. Using sample student papers from ENGL 1301, we will explore how students can analyze their sentence style, variety, diction, clutter, and related miscellany. Furthermore, by using altered folk and rock lyrics (e.g., Mumford & Sons and Nirvana) we will explore how semantics suffers from the aforementioned ills of repetition, ambiguous diction, and--gasp!--clutter.

Comanche "Just Read (and Reread) the Syllabus"
Dia Samuel (Lee College)

Dual-credit students taking Freshman Composition on the high school campus seem to have the most hurdles to jump over. As hard as I try to make all of my classes emulate each other, there is still a big gap between college students and dual-credit students. Join me in discussing how dual-credit students go from resisting the idea of using/following a syllabus/calendar, to realizing that it is an essential tool for college success, and how the syllabus substantiates that everywhere is a classroom.

"Tailoring the Classroom to Suit Students for Success"
Carolyn M. Schmies (Laredo Community College)

Each student deserves an education tailored to their specific needs even in the online environment. Teaching speech online is challenging to say the least. However, I feel I have perfected this opportunity by tailoring the "classroom" to each student. Similar to what I use to utilize in my corporate America trainings, each student immediately logs into the classroom, answering the "Meet and greet section." This begins their communication process by utilizing "Discussions" of the chapters. The students must post their thoughts about the chapter in five sentences. Then they must respond to two classmates' comments that they agreed with providing their own feedback in complete sentences. Thus, the communication process begins. Each student is allowed to explore their own knowledge, skills and strength. The students are required to come to the campus to deliver two speeches, one Informative and another persuasive utilizing the skills they have acquired from their readings. The student is directed to develop their style and become encouraged to create. Each student is asked to have passion for excellence striving "to do it right the first time."

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9:00-9:50 a.m.

Ranger.....**“Resistance is Futile”**
Summer Sanderson (Lee College)

Afraid technology is making us into cyborgs? Do you wish that there was a legit reason for your students to be looking at their cell phones or tablets in class? Are you unsure about using technology in the classroom? I say: why fight it! Resistance is futile, so join the Borg and make cyberspace your greatest teaching tool. Come and learn how to use blogs and website creation to tap into a multi-dimensional section of your students’ brains, and work through observation, reflection, collaboration, memory, critical thinking, and research.

Sea Biscuit**“Invited to the Party? Alternative Methods for Synthesizing Sources”**
Diann Ainsworth (Weatherford College)

One of the most needed skills in writing analytical research papers is an understanding of synthesizing among sources’ voices and with students’ own voices. Helping students bring multiple voices together in meaningful ways requires a variety of teaching methods. Using the idea of “everywhere” being a classroom, we can offer students multiple platforms for conversation about sources: the Dinner Party Invitation, discussion boards, and non-traditional learning communities, among others. By redefining learning communities among classes and across subjects, students take sources’ voices and learn to think critically about why a source’s views matter when put into conversation with others, and ultimately answers the question, why should this source be invited to the party?

“Sending the RSVP: Synthesizing Sources in the Dual Credit Classroom”
Dana McCullough Brewer (Weatherford College)

As students in English dual credit classrooms learn the importance of audience, they begin to understand that a range of academic communities exist, and these are distinct from their high school discourse communities. Assisting students in this transition through the use of classroom activities and discussion boards that demonstrate how students may evaluate discourse communities outside of the classroom enables students to confidently evaluate various learning communities. In addition, students begin to realize that the classroom extends beyond the school. Students are then able to thoroughly evaluate sources and synthesize the voices found in a variety of texts with their own.

Traveler**“More than Stick Figures: Semiotics and Rhetoric of the Visual”**
Jorge Gomez and Crisol Escobedo (El Paso Community College)

Many students have trouble with visuals in one of three ways: interpreting them as something more than an add-on or a visual aid, contemplating them to the degree that they contemplate literature, or processing their symbolic meaning altogether. This panel presentation, “More Than Stick Figures: Semiotics and Rhetoric of the Visual,” offers two ways we can equip students with the right tools to interpret visual artifacts.

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Citation **“Classroom Contortionist: Integrity and Ingenuity in Multiple-Modes”**
Amber Kelly (Howard College)

This session will discuss teaching course material in three different modalities—face to face, online, and interactive television. Through supplemental technology, planning, and creativity, composition, literature, and history classes may all be adapted to fit a variety of delivery modes, all while maintaining the same rigor, assessments, and teaching methods. Instructor adaptability and problem solving is key in these types of situations. Using examples from Composition I (teaching in-text citations) and British Literature I (Macbeth), I will demonstrate how the same lessons may be adapted for three different modes. The examples will include ideas and options for low-cost/free technology, student engagement, and measuring core objectives and SLOs. Also included will be long-term issues, frequent problems and possible solutions, and a period for sharing from attendees as to how they tackle the issues of standardized rigor in various modes.

Comanche **“The Medium and the Message: Using Digital Technologies in Writing Center Practices”**
Lari Ranta, Paul Lee, Stephen Whitley, and Sean Watson (Collin College)

This panel will look at the way that digital technology and online instruction enhances current writing center pedagogy. Online access to tutors is especially relevant to the two year college as it provides the necessary flexibility for the community college student. This population is especially tech-savvy and accustomed to multi-modal access to information, so online instruction not only provides desired ease of access, but also resonates a perceived or inherent value to the student.

As new technology creates new venues and changes the dynamics of tutoring sessions, this panel will also discuss areas of pedagogical training for tutors so they can effectively address students' concerns in traditional on-site tutoring as well as be versed in the strategies for remote access tutoring.

Saturday

10:00-10:50 a.m.

Ranger **“English Teachers Everywhere!: Media Representations of English Teachers and Community Colleges and Possible Effects on Student Expectations and Engagement”**
D. Brian Anderson (College of the Mainland)

This presentation will discuss some current and past representations of English teachers and community colleges in popular film and TV and examine how those representations may affect student-societal perceptions and expectations. In these media images, the English and creative-writing teacher often emerges as entertaining, dangerous, visionary, lecherous, or dull -- but rarely at the same time. Meanwhile, representations of community colleges often reflect widespread and deeply ingrained negative or nebulous perceptions of those institutions. During this presentation, in which audience participation will be encouraged, we will examine samples of these media representations and discuss

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variations of these images and stereotypes. Particularly in this era of media saturation and information overload, it seems likely that these stereotypes help to shape or at least reflect student perceptions or expectations upon entering the classroom, so we will also discuss, in open-ended fashion, how images in the popular media potentially affect student perceptions and expectations and how examining these stereotypes and expectations more closely can in turn be useful as a classroom exercise in critical thinking, active viewing, and intelligent media consumption.

Sea Biscuit“How Smart Are Smart Phones?”

J. T. Martin (Tarrant County College-SE)

While most college teachers prohibit or resent cell phones as a distraction, I hope that this project will suggest ways smart phone technology can encourage creativity in the writing classroom. I have designed a Composition I syllabus that will yield data for a study to answer the question, “What are my students reading and writing on their cell phones?” Students will read selected articles on the connections between medium and message in communication as well as readings on some of the basics tools of discourse analysis. Assignments will ask them to log their cell phone use and classify the nature, if not the specific content of their calls. For instance, they will indicate which interactions are functional and informative and which messages are phatic, whose only function is to perform a social task. They will then write essays reflecting on their cell phone use and how it affects their daily lives. In my presentation, I will present the findings and conclusion—which owing to the limited scope of the study is apt to be more suggestive than definitive.

Traveler“English around the Corner: Building Communities, Retaining Students, and Developing Faculty Relationships through Richland College’s English Corner”

Paula Eschliman, Ed Luther, Jessica Oxendine, and Justine White (Richland College)

In keeping with this year’s conference theme of “Everywhere is a Classroom,” we would like to share our success with Richland College’s English Corner and offer suggestions for others to develop English communities outside of the classroom. The English Corner grew out of the Achieving the Dream initiative—a program that helps first-time college students and under-resourced students successfully complete college. At first, the English Corner was literally a corner, a place in the hallway where faculty volunteered time to meet with students who needed extra help on assignments. Now, it has developed its own space at Richland College where students come to tutor with both full- and part-time faculty, to meet with other students outside the classroom, and to complete their assignments with a faculty-mentor standing close by for help. As instructors, we all know that a thirty-minute individual discussion with students outside of the classroom can often accomplish more than some of our best classroom strategies, and our statistics support just how invaluable this interaction has been for our students. Students who visit the English Corner are far more likely to pass their English classes and to graduate college.

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Citation “A Win-Win Writing Assignment for Freshman Composition: Teaching Students to Make Good Choices and Study More Effectively”

Sharon Housman Prince (Wharton County Junior College)

Many students enter freshman composition at the community college without effective time management, study, or writing skills. To help students learn how to become more effective in all of their classes while also teaching them how to write more effectively, instructors can teach an essay unit that includes a variety of writing and self-efficacy activities that are geared toward helping students improve their writing ability as well as their overall habits. In this essay unit, students analyze their time management strategies, assess their learning style, and improve their study strategies while they are also becoming better writers as they write an essay about themselves as students. The unit as a whole is valuable because many students have never thought about their self-efficacy.

ComanchePanel on Integrated Reading and Writing

*Erin Armendarez (NMSU), Candace Cooper (Collin College),
and Irma Luna (Alamo College)*

This special panel on integrated reading and writing will provide an opportunity for discussing the transitions faced by the community colleges across the region. From New Mexico to North Texas to San Antonio, instructors faced the challenges of making changes. Instructors will discuss the trials and successes of their individual programs.

Saturday Luncheon and Keynote

11:00-11:30 a.m. Luncheon

11:30-1:45 p.m. Closing Remarks and Keynote

*Toni McMillen, TYCA-SW Chair
David Lydic, NCTE Representative
Sarah Johnson, National TYCA Representative*

Keynote..... “True Grit: Developing Persistence in Your Students and You”

Amy Baldwin (University of Central Arkansas)

It takes more than competence to be successful--it takes grit, or the ability to dig deep and do whatever it takes to achieve worthy goals. Do your students have grit? Do you? In this keynote, you will learn why having grit is essential to student success and what you can do to build it in your students and yourself.

Closing Remarks Toni McMillen, TYCA-SW Chair

2:00-5:00 p.m. Executive Committee Meeting

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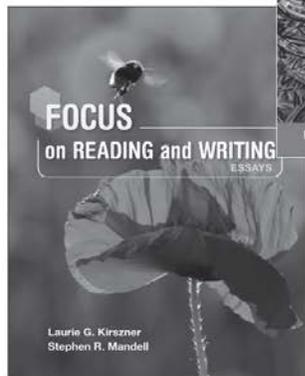
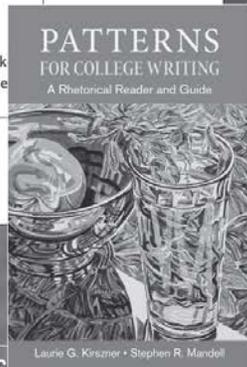
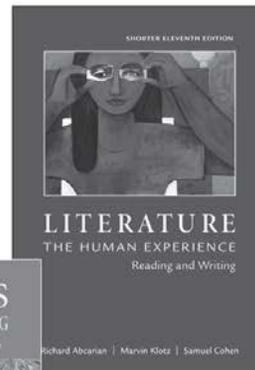
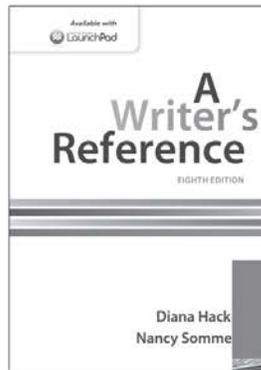


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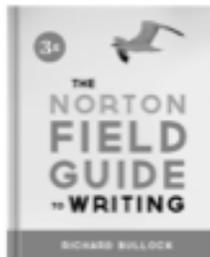


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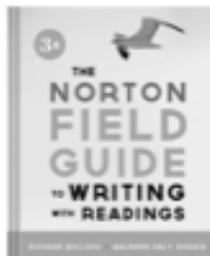
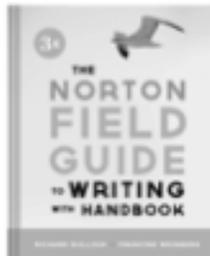
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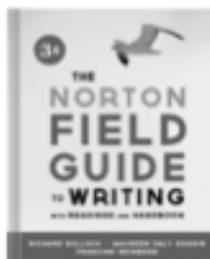


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Amy Baldwin, University of Central Arkansas
Susan Z. Johnson, TYCA National

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